DOCUMENT RESUME

ED 470 385 EC 309 291

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TITLE	Current Status on Accommodating Students with Disabilities in Selected Community and Technical Colleges (Fall 1999-Spring 2001).
INSTITUTION	Kansas Univ., Lawrence. Center for Research and Learning.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	2002-05-00
NOTE	51p.; Written with Eric Petersen. Produced by the Division of Adult Studies. See ED 452 618 for previous version.
CONTRACT	H324M980109-00
AVAILABLE FROM	Division of Adult Studies, Center for Research on Learning, JR Pearson Hall, Room 517, 1122 West Campus Rd., University of Kansas, Lawrence, KS 66045. Tel: 785-864-7085; Web site: http://das.kucrl.org/.
PUB TYPE	Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	*Academic Accommodations (Disabilities); Access to Education; Attitudes toward Disabilities; *College Preparation; Community Colleges; Delivery Systems; *Disabilities; Participant Satisfaction; Program Effectiveness; Staff Development; Student Attitudes; *Student Personnel Services; Student Problems; Student Recruitment; Teacher Attitudes; Transitional Programs; *Two Year College Students; Two Year Colleges
IDENTIFIERS	California; Kansas; Minnesota

ABSTRACT

From the fall of 1998 through fall of 1999, visits to 9 community colleges in 3 states were conducted to investigate current practices regarding students with disabilities. Approximately 1 year later, 6 additional community colleges were visited in the same 3 states and similar data were collected. Through a series of interviews, questionnaires, and panel discussions, administrators, faculty members, staff, and students of these six colleges provided information on various components of their college environment. These components included recruitment of students with disabilities, the registration process, support services, accommodation procedures, student life, in-class experiences, and attitudes towards students with disabilities. Although staff at the colleges cited many benefits for recruiting students with disabilities, they also listed concerns, including a lack of financial resources. Students at most colleges noted that services for students with disabilities were crucial to their academic success. They reported living in a variety of housing environments and participating in various social activities. In general, students appreciated the difference in atmosphere between high school and college and were pleasantly surprised at how much assistance was available at community college. Students also reported that they were sufficiently prepared for college. The report includes data charts and evaluation instruments. (CR)

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Current Status on Accommodating Students with Disabilities in Selected Community and Technical Colleges (Fall 1999 – Spring 2001)

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with Eric Petersen

University of Kansas
Center for Research on Learning
Division of Adult Studies

May 2002

Acknowledgements

This project "The Personal Accommodations Model: Accommodating Students with Disabilities in Postsecondary Settings" is 100% funded by the U. S. Department of Education, Office of Special Education Programs from October 1, 1998 to September 30, 2003 at $150,000 each year (award number H324M980109-00). Serving as consultants on the project are Roger Smith and Dave Edyburn from the University of Wisconsin-Madison, and Winnie Dunn and Mary Pat Gilbert from the University of Kansas Medical Center. The project's principal investigator is Daryl Mellard. Inquires should be directed to: Noelle Kurth, Project Coordinator, Division of Adult Studies, 517 JR Pearson Hall, 1122 West Campus Road, University of Kansas, Lawrence, KS 66045, (785) 864-7085 or to the project website at das.kucrl.org/iam.html

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Introduction

From the fall of 1998 through fall of 1999 staff visited 9 community and technical colleges in Kansas, Minnesota, and California to investigate current practices regarding students with disabilities and how best to improve the recruitment, retention, and completion of students with disabilities in post-secondary settings. During these visits, students, faculty, staff, and administrators were interviewed and completed a series of questionnaires. The information gathered from these initial visits are contained in Part I of the document of this same title. Approximately one year later, 6 additional community and technical colleges were visited in the same three states, and similar data was collected. The major purposes of the second visits was to further investigate the recruitment, retention, and completion question, refine and revisit some of the interview and questionnaire stimuli, and gain a larger representative sample. The 15 colleges represented in both the Current Status I and Current Status II reports include both small and large campuses, rural and urban settings, and substantial and non-existent budgets for students with disabilities.

Method

Participants

The participants consisted of students, faculty, staff, and administrators at six community and technical colleges in three states (Kansas, Minnesota, and California). All participants were volunteers and were requested to participate by our contact at the college. College demographic information is displayed in Tables 1 and 2. Demographic information for all available participants is displayed in Table 3. We requested that students represent diverse age, experiential, and disability related backgrounds. The students identified their disabilities as learning disabilities, emotional/behavioral, mental health disorders, orthopedic/mobility, deaf/hard of hearing, blind/visually impaired, chronic illnesses, and speech/language disorders.

Materials

Several questionnaires were used in data collection, and each is included in the Appendix. Some students completed the Student Questionnaire, which asked for their demographic and educational background, their educational goals, the accommodations they received, and their opinions on several accommodation issues. Several students did not complete the questionnaire due to schedule conflicts.

Faculty and staff completed the Faculty Questionnaire, which included items about their position, their opinion of the relative strengths and weaknesses of their college's DSS program, beneficial experiences they may have had, and suggestions for necessary components to include in a program to improve educational opportunities for students with disabilities.

The College Demographics Questionnaire was used to assess the demographic information of all students enrolled in each college (summarized in Table 1), as well as financial information for the DSS and estimates of the number and classification of students being assisted by the DSS program (summarized in Table 2). College administrators and/or DSS staff completed this questionnaire. *Please note that the tables report demographic information for six community colleges (A-F), while this document reports information for seven different campuses (A-G). The reason for this distinction is that one college had two separate campuses (combined in demographic data, separated for qualitative data). This document contains information gathered from all sources, while the tables only contain information from those persons who completed a survey and/or interview.*

The Support Services Questionnaire was used to gain specific information about available college services and their implementation. DSS supervisors and/or staff completed this questionnaire.

Finally, a number of forms were used to guide oral discussions (Administrator Survey, Staff Interview, and Student Panel). The forms used are provided in the Appendix. Below is a list of abbreviations for sources used in reporting the findings throughout:

Paper-Pencil Questionnaires
SQ – Student Questionnaire
FSQ – Faculty Staff Questionnaire
SSQ - Support Services Questionnaire
Oral Interview Forms
AS – Administrator Survey
SI - Staff Interview
SP – Student Panel
College Codes
A-G

Procedure

Visits were completed to colleges in each state during the winter of 2000 and spring of 2001 (December, 2000 – March, 2001). After an initial meeting with the DSS coordinator at each college, selected faculty and staff were interviewed for approximately 1-1/2 hours and given the surveys for completion. A student panel was conducted, approximately 1 to 2 hours in length, to gain insight into some of the representative experiences of students with disabilities. Meetings with administrators were also conducted, including presidents, vice-presidents, and deans. Written policies and other relevant information available at the college was also collected.

Recruitment

When asked to describe the incentives for recruitment of students with disabilities, several of the administrators, faculty, and staff listed reasons such as increasing student enrollment, attracting quality students, serving the needs of the community, increasing diversity, and increasing awareness, sensitivity, and

community/college growth. One college's administrator raised concerns about recruiting, however, and stated that the cost of hiring interpreters for four students who are deaf would be enough to shut down the DSS program (C, SI).

Regardless of the reasons to do so, recruitment of students with disabilities varied across colleges. A few colleges cited only general recruitment procedures, such as visits to local high schools (A, B, D, E, SSQ). At other colleges, however, DSS staff either actively recruited, or had recruited through medical centers, rehabilitation centers, and care agencies (A, SI; E, SSQ). One college noted that they had stopped active recruitment at these sites because earlier efforts had been successful and the campus now served approximately 2300 students with disabilities (A, SI). Some colleges also had summer orientations that included disability-related information and activities (A, B, D, E, G, SI).

A few of the colleges surveyed employed a retention specialist (B, C, SI). These specialists utilized assessments, meetings, phone calls, email, and orientations to impact their colleges' retention rates. Retention specialists were highly valued by DSS staff, administration, faculty, and students.

When asked why students chose or stayed at a specific college, many faculty, staff, and students stated that the college provided an opportunity to develop personal relationships with advisors, tutors, instructors, and staff members. Faculty and staff related many personal stories of how they attempted to "connect" with students including memorizing names, paying attention to the cars students drove or the logos on their hats, making themselves available to all students beyond regular office hours, and continually looking for effective teaching methods (A, B, D, E, G, SI).

Students at all of the colleges surveyed cited several influences on college selection. Location, however, was the most frequently cited factor in choosing to attend their current college. Also mentioned were athletic programs (F, SP), personal recommendations (B, D, E, SP), and small size (B, C, D, SP). Students at several colleges chose to attend after learning about various services for students with disabilities from coaches, teachers, or other personnel (A, B, C, D, E, F, SP). One student also indicated that "college is needed in today's world" (C, SP), and that the smaller colleges provide more one-on-one attention. One student summed up his choice by simply saying that he wanted to be someplace where he could "feel comfortable" (D, SP).

The Registration Process

Registration assistance was available to students with disabilities at all colleges surveyed (A, B, C, D, E, F, G, SSQ). Most of the students surveyed found the registration experience to be positive (A, B, C, D, F, G, SP). One student, however, reported that someone in the admissions office demeaned older students who were filling out forms (E, SP). This student also reported difficulty locating the various records necessary for enrollment such as immunization

records and verification of GED. In general, this student noted that non-traditional aged students were made to feel different.

Campus orientations of some form were conducted at all of the colleges (A, B, C, D, E, F, G, SSQ). At one college, an all-day orientation "Expo" was held which included campus tours, pizza and a jazz band during lunch, a session describing the differences between high school and college, and a general assessment test which provided students with recommendations based on their personal profile. After completing the assessment, all students were encouraged to return and meet individually with a counselor to review the results. Faculty hosted the Expo, and students received a one-half unit credit for attending (B, SI).

Some of the other services offered included disability-specific scholarships (A, B, D, SSQ), peer support/counseling (B, D, E, F, SSQ), referrals to local/national disability agencies (A, C, D, E, F, SSQ), transition services (A, D, E, SSQ), transfer assistance (D, E, F, SSQ), and tuition wavers (A, SSQ).

Financial aid is another important part of attending college. With a documented disability, part-time enrollment can be considered full-time status in order to make students with disabilities eligible for financial aid at some of the colleges. Part-time status was available at all of the colleges (A, B, C, D, E, F, G, SSQ). Social security tuition waivers were also available at one college (A, SSQ).

Support Services

Colleges' support services are only helpful if students are aware of them and access them. Many students reported that they were reluctant to disclose to anyone that they had had a disability for fear of a repeat of the same negative experience they had in high school (A, B, C, E, SP). As one DSS staff member said, "So many kids are so beat up by the time they get here" (E, SI). Consequently, many students did not disclose their disability until they were experiencing difficulty academically. One student reported that she failed two classes initially because she did not access support services, but earned A's the following semester after visiting the support services office and receiving assistance (G, SP). At all of the colleges surveyed, students emphasized the importance of "getting over your pride and asking for help" (A, B, C, D, E, F, G, SP).

Some faculty and DSS staff members expressed frustration with students not disclosing and accessing services (B, C, F, G, FSQ). In fact, a number of faculty members reported that the most challenging students to assist were those who were reluctant to access support services (B, C, G, SSQ). A faculty member at another college went so far as to say that these students "choose to fail," and "choose not to learn" (F, SI).

Students at most colleges noted that services for student with disabilities were crucial to their academic success, even saying that they doubted they would be able to attend college without these services (A, B, D, E, F, G, SP). Student comments included "I wouldn't have made it without Academic Support

Services," and "Academic Support Services made a big difference" (E, G, SP). Many of the students noted that before coming to college, they did not know that such services existed. The encouragement and emotional support that DSS staff provided to students with disabilities was also deemed very valuable (A, B, E, G, SP). However, at one college, both DSS staff and students reported that they were concerned that some students were "too comfortable" and therefore never transitioned to 4-year institutions or work (A, SP, SI).

DSS staff cited a number of factors they considered critical to their success with students with disabilities including a supportive board and administration (A, B, D, SI). At two of the colleges visited, DSS staff members mentioned having presidents and vice presidents who were supportive and knowledgeable of the issues surrounding students with disabilities. Students also reported having easy access to the president (A, B, SP) and vice president (B, SP) at these colleges and felt comfortable "airing" their concerns.

When asked what they would do with additional funds for their programs if available, DSS staff at one college said that the money would be used to hire a job developer so students could acquire a specific skill. Other suggestions included training for "soft skills" such as etiquette, job skills, and filling out a job application (B, SI). Another college said they would spend the money on assistive technology (and then getting the word out that they have it), making part-time employees full-time, and allocating emergency funds for students to access diagnostic testing, books, and counseling (D, SI).

Accommodation Procedures

The goal of providing course accommodations for students with disabilities is to modify materials or testing procedures in order to increase students' success. Accommodations should be provided in such a way that the rigor of the academic program is not compromised, and without giving the students an unfair advantage.

In terms of the various colleges' support services for students with disabilities, all but one college indicated that students met with a staff member to discuss possible accommodations (A, B, C, E. F, G, SSQ). Among the factors considered in making a decision about an accommodation were availability and previous effectiveness (A, C, F, SSQ) and cost to the college (C, SSQ). When training was offered, it was provided by a support services staff member or an academic counselor (A, D, F, SSQ). At one college, training information was provided in the form of handouts (E, SSQ). One college offered training only for assistive software (C, SSQ).

Students reported using a variety of accommodations. The most commonly used were extended time on tests, student notetakers, student readers, modified examination formats, and preferential seating. Other accommodations included books on tape, tape recorders, quizzes and homework on computer, counseling with a mental health counselor, a spell-checker, receipt

of copies of instructor's notes, and usage of the campus learning center. All of the learning centers surveyed provided study skills support, alternative exam formats, reading services, notetaking services, taping services, tutoring services, spell checkers, and taped texts. Appropriate accommodations were also provided for students at graduation ceremonies at some of the colleges surveyed (A, D, SSQ).

Students at all colleges were asked a number of questions regarding the accommodations that they used in classroom and academic settings. When asked if they were satisfied with the accommodation provided for them, 48.0% agreed, and 40.0% strongly agreed. Seventy percent (70.9%) of the students were satisfied with the process used in selecting the accommodation. A full 29.2%, however, indicated that they were undecided, or that the question was not applicable. This could indicate that students either did not have a choice about the accommodation, or they simply had not considered their degree of personal satisfaction with it (simply being grateful that one was provided). For those who received training on their accommodation, 59.1% agreed that it was effective. This question did not apply to 31.8% of those surveyed, while 9% were undecided. In terms of the accommodation's effectiveness, 68% of the students found the accommodation effective, 16% determined that this question was not applicable, and 4% were undecided.

When asked specifically about the factors important in selecting an accommodation, the most significant factors were availability, ease of use, effectiveness, independence, and specific disability.

Student Life

The students who were interviewed at the various colleges lived in various accommodations, including their own houses, parent's houses, and apartments (A, B, C, D, E, F, SQ). Only one college had on-campus housing for its students (C, SSQ). In terms of colleges' facilities being accessible to students with disabilities, one faculty member reported that wheelchair accessibility could be improved (C, FSQ). In terms of transportation, some colleges provided bus service (A, B, SSQ). However, the bus schedule was not always efficient. A student at one college shared an experience in which she waited more than two hours for the bus (F, SP). While public transportation was a vital component of accessing the community and the college, the services' schedule was very limiting especially regarding weekends and evenings. Students with mobility limitations frequently cited transportation issues as limiting their college opportunities.

In terms of social activities, students at all colleges mentioned going to the movies and/or going to friends' houses as things they had done within the last two weeks (A, B, C, D, E, F, G, SP). Other student activities included student government (A, SP), drama (A, SP), intramural sports (B, SP), church groups (B, SP), musical events (C, SQ), and swimming (D, SQ). One student attended his college to be a member of the wrestling team (F, SP).

A number of different individuals influenced students to attend college, including parents (A, B, C, D, E, F, SP), special education teachers (E, SP), friends (B, E, SP), coaches (F, SP), and elementary and middle school teachers (B, SP). We had hopefully anticipated that students would describe some critical incident from their transition team or high school special education experience that pertained to college. None did.

In-Class Experiences

A consistent theme at all of the colleges surveyed was the importance of student success and its influence on retention and self-esteem. Faculty and staff provided numerous examples of how they work to engineer success for all students and how this pays huge dividends financially and academically. For example, instructors shared inclusive teaching methods that benefited all students, including students with disabilities. Many instructors stated that they made an effort to make themselves available to students beyond regular office hours by providing home phone numbers, extending regular office hours, and holding small group tutoring or study sessions (D, E, F, G, SI). An instructor at one college made himself available for tutoring from 1-2 PM every day except Saturday in the college library and encouraged students to drop by. This instructor also let students know that he held "virtual office hours" (via Internet chat room) every night from 10-12 PM where he addressed any questions that students had posted on his website throughout the day (D, SI).

Other examples of inclusive practices designed to increase the success of all students included posting handouts on the Internet, digitizing video from publisher materials and placing them on the Internet, ensuring active participation (lots of opportunities to "do the problem" for example, in math classes), facilitating out-of-class study groups, providing handouts of overheads, allowing all lectures to be taped, using demonstration and repetition, speaking slowly, and administering daily quizzes with feedback (A, B, C, D, E, F, G, SI).

The instructors who utilized the inclusive teaching practices cited above provided insight into their belief systems. Their comments included:

> Your belief system as an instructor is critical. I believe these students can succeed. (E, SI)
>
> I chose to be an instructor at this college because there is an opportunity to make a difference. (D, SI)
>
> My classes are richer because of the diversity of students who attend. (A, SI)

Students from all of the colleges surveyed also commented on the importance of success in ensuring retention. At one college, a number of students tutored other students after successfully completing specific classes. These students were paid tutors through the colleges' Academic Enrichment Center. One student commented, "It helped my self-esteem that I could help someone else." (E, SP).

Some students reported getting their first A's and B's that provided encouragement to continue in their respective programs (D, E, G, SP). One student commented, "The experience of success makes you want to work harder" and said that he couldn't wait to see his diploma on the wall (G, SP). Other students shared plans to transfer to four-year colleges after meeting with success at community college (A, B, C, D, E, F, G, SP). Success also prompted students to actively participate in campus activities; one student served as the student trustee on board of a very large college (A, SP), and another student served as the president of Phi Beta Kappa (E, SP).

Attitudes about Students with Disabilities

In addition to visiting with faculty and staff about disabilities and how they assist students, we also discussed attitudes about disabilities among both teachers and DSS office staff. Several questions in the Faculty-Staff Questionnaire revealed these attitudes most directly. When asked which students were most difficult to assist, all DSS staff persons agreed that students with psychological disabilities versus physical disabilities were the most challenging to assist (A, B, C, D, E, F, G, FSQ). Several faculty/staff members indicated that students who were afraid of revealing their disability for fear of being stigmatized were the most challenging to assist (B, C, F, G, FSQ). One staff person indicated that in the self-paced program at her college, students with learning disabilities were rarely motivated enough to succeed (B, FSQ). Another staff person said that challenging students include those who "do not possess an ability to benefit from college education due to their disability, and are here because of a lack of programs for them in the community." (B, FSQ). Another comment was, "My biggest challenge is working with students with motivational and time management problems." (F, FSQ).

Faculty and staff cited a variety of influential experiences with one or several students in helping to understand and assist students with disabilities. These experiences included working individually with students in a traditional classroom setting (B, FSQ), working at a summer camp for students with physical and mental disabilities (C, FSQ), working at the college's learning center (G, FSQ), attending workshops offered by DSS staff (B, FSQ), and working with students who are deaf and blind (F, FSQ). One faculty member also added that: "I can make mistakes, even in the area of disabilities, and then move on" [adding that the environment is safe for learning] (F, FSQ). Several teachers cited a lack of time as the biggest obstacle to helping students with disabilities (E, G, FSQ).

Students generally reported that the attitudes of fellow students and DSS staff at the six colleges visited were very supportive. One staff member said that many students had told her that they like the fact that the student body is diverse, including individuals with various disabilities. The instructor added that this provides for a more realistic, accepting classroom setting (A, SI). Students' most negative experiences generally occurred in high school and earlier. Many of the things they said, and were told, were revealing. Here are a few examples:

"High school teachers are aware of learning disabilities, but don't know

how to take them into account in the classroom." (A, SP)
"Some teachers don't realize that hand-holding doesn't help. They are not focused enough on developing independence." (A, SP)
"We develop learned helplessness." (A, SP)
"But you're so bright!" (told to a learning disabled student, A, SP)
"Elementary and middle school learning disability programs made me feel stupid." (B, SP)
"I've known some very bright students in wheelchairs." (teacher, B, SI)
"No one did squat to help me go to college." (C, SP)
"Girls, particularly blind girls, shouldn't be in science classes." (told to a student years ago, C, SP)
"I don't teach **these** kind of students." (told to a student years ago, C, SP)
"People tell you you're dumb, and you eventually start to believe it." (E, SP)

A number of students commented that too much "hand-holding" occurred in high school, resulting in "learned helplessness" (A, B, SP). Overall, students reported a much more positive community college experience as compared with high school. Many students seemed pleasantly surprised at the amount of assistance they received and believed that they benefited from the more flexible schedules. Hence, overall, they enjoyed college more (A, B, C, D, E, F, G, SP). When asked what they would tell other students with disabilities who were considering going to college, students replied:

Take a year off and work, see what kind of jobs you can get without a degree. (Implied that they're not good ones!) (C, SP)
There is more freedom at college, you're treated like an adult, and there is more time to get help. (C, SP)
Choose a college you can afford. (B, SP)
Do it now, because you have the rest of your life to work. (B, SP)
Don't go just because your friends go there. (B, SP)
You can do it no matter what you know if you really try. (E, SP)

Conclusion

Administrators, faculty, staff, and students from six community colleges in three states were surveyed and interviewed about several aspects of college life to determine the status of students with disabilities in community colleges. Reviewing five key areas summarizes their experiences below:

1) Administration (recruitment, registration, retention, financial aid)
2) Services for students with disabilities (accommodations, self-advocacy)
3) College life (peers, social, transportation)
4) In-class experiences (faculty, class requirements, assignments);
5) Transition (difference between high school and community college)

Administration

Although staff at community colleges cited many benefits for recruiting students with disabilities, they also listed concerns, including a lack of financial

resources if a large number of students with disabilities enrolled in their colleges. The most common method of recruitment at the six colleges surveyed was visits to local high schools. When asked why students chose or stayed at a particular college, many faculty, staff, and students stated that it was the opportunity to develop personal relationships with advisors, tutors, instructors, and staff members. Students reported that location and size were two primary considerations when selecting a college.

Registration assistance and some form of campus orientation were available at all of the community colleges surveyed. At one college, students received credit for attending an all-day orientation that included music, food, informational sessions, and a general assessment test that could be later reviewed with a counselor. Retention specialists were also employed at two of the colleges surveyed, and their services were highly valued by DSS staff, administration, faculty, and students. Part-time status for students with disabilities was available at all of the colleges surveyed. A number of students expressed concerns over the attitudes of personnel in the financial aid and admissions offices at their colleges. Specifically, students reported feeling demeaned and awkward and added that it was difficult to locate some of the necessary forms.

Services for Students with Disabilities

Students at most colleges noted that services for students with disabilities were crucial to their academic success. In addition to helping students make the adjustment to college and select appropriate accommodations, DSS staff provided emotional support and encouragement to students. Many students felt that they would not have "made it" without these services. Interestingly, once students experienced success, they became more involved with helping other students, more motivated to work harder, and felt an increased sense of self-confidence.

One concern noted by faculty, staff, and students was the reluctance of many students to disclose a disability. Faculty and DSS staff members expressed frustration over this scenario, and students shared compelling reasons why they chose not to disclose (fear of stigmatization, wanting to try college on their own, breach of privacy). Still, at all of the colleges surveyed, students emphasized the importance of "getting over your pride and asking for help."

Eighty-eight percent of students surveyed agreed or strongly agreed that they were satisfied with the accommodation provided for them. Reading, writing, and math achievement laboratories were cited, as well as tutors, computers, and study groups. Individual accommodations such as notetakers, extended time on tests, and alternative testing environments were also frequently utilized. While 71% of the students surveyed reported that they were satisfied with the process used in selecting an accommodation, 29% indicated that they were undecided about this question, or that it was not applicable. This may indicate that students did not fully understand the range of accommodations available to them or a framework for evaluating accommodations' utilities.

College Life

Students with disabilities reported living in a variety of housing environments and participating in various social activities. Only one college reported on-campus housing for students; however, this is not unusual in light of the fact that all of the colleges surveyed were community colleges. At some colleges, students did report frustration over unreliable transportation services and inaccessible buildings.

In-Class Experiences

At all of the colleges surveyed, faculty and students provided examples of inclusive practices designed to increase the success of all students. These examples included extended office hours, use of the Internet, active class participation, and demonstration and repetition. A number of instructors indicated that they valued having students with disabilities in the their classes, pointing out that diversity added a new richness to the class environment.

Not all students reported positive in-class experiences. In some classes, students reported feeling ridiculed and even harassed. Other students expressed serious concerns over real and potential violations to their right to privacy.

Transition

Many students highlighted the stark differences between their high school and college experiences. In high school, students reported being ridiculed and generally receiving very little assistance to accommodate their disability. One student with a visual impairment reported that in high school, she had to go off-campus to enlarge her own copies (C, SP). In general, students seemed pleasantly surprised at how much assistance was available at community college. Students also appreciated the difference in atmospheres between high school and college. Students commented that in college, the "bullies are gone" and people attend because they want to be there. They also enjoyed the more flexible schedule that college life brings, with time to prepare and study before class sessions. They also believed that the college environment fostered a climate of more rigorous academic study.

Students also reported that they were not prepared for the transition from high school to college. A general sentiment was that teachers, "made me feel stupid by doing my work for me" (B, SP). Students also reported that they experienced "learned helplessness" (A, SP), and the teachers they appreciated most were the ones who let them do work on their own. As one student stated, "I'm concerned that high schools aren't focused on the independence of students. Handholding does not help. It's all about transition" (A, SP). Overall, students were not aware of their rights and responsibilities, nor had they practiced skills such as self-advocacy.

Table 1

College Demographics – Approximate Percent

		Location				Gender		Race						
College	State	Rural	Sub-urban	Urban	Inner City	M	F	His-panic	White	Black	A.Ind. Alask.	Asian	Pac. Is.	Other
A	CA	-	100	-	-	46	54	13	29	4	1	32	1	20
B	CA	-	100	-	-	42	57	11	70	3	1	6	6	-
C	KS	60	38	2	-	68	32	1	87	4	1	1	-	7
D	KS	-	76	-	-	45	55	3	89	3	1	4	-	-
E	MN	95	-	5	-	48	52	<1	94	<1	5	<1	-	-
F	MN	90	-	10	-	43	57	0	97	<1	3	<1	-	-

Table 1 (cont.)

College	State	Student Age <17	18-29	>30
A	CA	24	44	32
C	KS	11.6	52.0	34.3
D	KS	8.6	63.3	28.2
E	MN	1	79	20
F	MN	-	70	5

Table 2

Budget Information and Number of Students Registered with DSS

College	A	B	C	D	E	F
Budget Information						
DSS Annual Budget Amount	3,400,000	351,286	N/A	600,000	7,000	N/A
% Total College Budget	5	-	<1	1	<1	0
# Students Registered with DSS						
Visually Impaired/Blind	36	6	4	7	1	1
Hard of Hearing/Deaf	48	0	4	53	2	4
Chronic Illness	348[a]	19	5	24	0	-
Mobility Disabilities	650	30	2	18	15	2
Head Injuries	133	2	2	3	43	3
Mental Retardation	354	0	-	2	26	1
Emotional/Behavioral	114	19	4	22	60	6
Speech/Language	4	0	-	3	0	0
Learning Disabilities	311	152	24	132	46	23
Other	-	20	-	17	0	-
Total Students Registered with DSS	1998	248	45	281	193	40

Note. "Other" includes chemical dependency, seizure disorders, cerebral palsy, RMI's, and back injuries.
All data collected from 1999.
[a] College A chronic illness data includes "other".

Table 3

Participant Demographics by College – Number of Respondents by Category

	B	C	D	E	F	G	Total	%
Faculty/Staff								
Gender								
Male	1	2	1	2	1	3	10	36
Female	9	1	1	-	3	4	18	64
Race								
Asian	1	-	-	-	-	-	1	<1
White	9	3	2	2	4	7	27	99
Job Title								
Counselor/Advisor	3	-	-	1	1	2	7	25
Instructor/Teacher	4	1	1	-	3	2	11	39
Director	-	2	1	-	-	-	3	11
Tutor	-	-	-	1	-	2	3	11
Secretary	1	-	-	-	-	1	2	7
Financial Aid Specialist	2	-	-	-	-	-	2	7
Total	10	3	2	2	4	7	28	100

(table continues)

Table 3 (cont.)

	A	B	C	D	E	F	G	Total	%
Students									
Gender									
Male	1	3	1	1	2	3	1	12	46
Female	2	4	2	2	3	1	-	14	54
Race									
Am.Indian/Alaskan	-	1	-	-	1	-	-	2	<1
Asian	-	2	-	-	-	-	-	2	<1
Black/African Amer.	-	-	-	-	1	-	-	1	<1
White	1	3	3	3	3	4	1	18	70
Hispanic	2	1	-	-	-	-	-	3	15
Credits									
Part-time	2	6	-	1	1	2	-	12	46
Full-time	1	1	3	2	4	2	1	14	54
Total	3	7	3	3	5	4	1	26	100
Minimum Age	21	19	20	23	23	20	40		
Maximum Age	44	60	44	23	42	33	40		

Table 3 (cont.)

Administrators	A	B	C	D	E	F	G	Total
Race								
White	4	1	4	7	3	2	5	26
Asian	3	-	-	-	-	-	-	3
Hispanic	1	2	-	-	-	-	-	3
African American	-	2	-	-	-	-	-	2
Gender								
Male	1	1	3	2	1	1	2	11
Female	7	4	1	5	2	1	3	23
Total	8	5	4	7	3	2	5	34

Table 4

Student Questionnaire Data on Accommodations - Percent Responses

Question	Not Applicable	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I am satisfied with the manner in which instructors/staff discuss my disability with me.	-	-	4	4	56	36
I am satisfied that my disability related information is kept confidential.	-	4	-	-	48	48
I was satisfied with the process used in selecting an accommodation for me.	12.5	-	-	16.7	41.7	29.2
I am satisfied with the accommodation provided for me.	8	-	-	4	48	40
I am satisfied with the training I received on my accommodation (if applicable).	31.8	-	-	9.1	40.9	18.2
I am satisfied with the effectiveness of my accommodation.	16	-	4	12	36	32

Appendix

- *Student Questionnaire*
- *Faculty/Staff Questionnaire*
- *College Demographics and Budget Information Questionnaire*
- *Support Services Questionnaire*
- *Administrator Survey*
- *Staff Interview*
- *Student Panel Interview*

Individual Accommodations Model (I AM)

Student Questionnaire

Background Information

Name: _____ Age: _____

College: _____

Gender Please mark.

____ **Female** _____ **Male**

Ethnicity Please mark all that apply.

____ **Hispanic or Latino** _____ **Not Hispanic or Latino**

Race Please mark all that apply.

____ **American Indian or Alaska Native**
____ **Black or African American**
_____ **Asian**
_____ **Native Hawaiian or Pacific Islander**
____ **White**

College Career and Future Plans

Please circle the number of years you have been enrolled in college.

< 1 1 2 3 4 5 Other _____

How many units/credits are you enrolled in this semester? _____

How many total college semester units/credits have you earned? _____

What is your goal for attending this college? Please circle.

AA/AS Degree **Vocational Certificate** **Other** _____

Do you currently receive financial aid? **Yes No**

Please indicate your anticipated future plans after leaving college.

Education	Work	Other
__ Other 2-year college	__ Professional	Please specify:_____
__ 4 year college	__ Technical	_____
__ specialized training	__ Clerical	_____
__ Other _____	__ Armed forces	_____
__ Don't know	__ Other _____	_____
	__ Don't know	

Did you drop out of school between kindergarten and 12th grade?
Yes **No**

Did you graduate from high school? **Yes** **No**
If no, did you earn a GED diploma? **Yes** **No**

Some students finish high school or complete the GED and wait awhile before starting college. Did you finish high school or GED and enroll in college within the same year? Please circle.

Yes (e.g. graduated from high school in May and started college in August)

No (e.g. graduated from high school and waited six or more months before starting college)

Are you a parent? **Yes** **No**
If yes, how many children do you have? _____

Are you financially independent? **Yes** **No**
Are you a client of Vocational Rehabilitation Services? **Yes** **No**
Do you receive supplemental security income (SSI)? **Yes** **No**
Do you receive social security disability income (SSDI)? **Yes** **No**
Have you ever lost your SSI or SSDI benefits? **Yes** **No**

Employment

Do you currently have a job? **Yes** **No**

If yes, how many hours do you usually work per week during school? _____

What is your job title? _____

What are your job duties? _____

Is your job considered full-time or part-time? **Full-time** **Part-time**

Is your salary below, at or above the minimum wage of $5.15/hr?

Below **At** **Above**

What are your job benefits? Please mark all that apply.

___ None	___ Promotion	___ Sick leave
___ Vacation	___ Life insurance	___ Dental insurance
___ Health insurance	___ Profit sharing	___ Free meals
___ Child care	___ Job training	___ Other: _____

Family Background

How much education did your parents complete? Please mark those that apply.

Father	Level of education	Mother
_____	Less than high school	_____
_____	HS diploma/GED	_____
_____	Some college	_____
_____	College graduate	_____
_____	Post graduate degree	_____

With whom do you live now? Please mark all that apply.

__ Mother __ Father __ Step mother __ Step father

__ Alone __ Spouse __ Friend/ roommate __ Significant other

__ Children __ Other family __ Foster parents __ Other _____

Do you live in a house, apartment or do you have some other living arrangement? Please circle.

House Apartment Dormitory Boarding or rooming house

Other _____

Social Activity Information

Do you have a current driver's license? Yes No

How do you mostly travel around the community? Please circle one.

Own car Parent's car Bike Bus Friends drive Wheelchair

Walk Other _____

Think of your three best friends in high school and answer the following questions with them in mind. Write in 0, 1, 2, or 3.

How many are currently in high school? _____ of three are in high school

How many dropped out of high school? _____ of three dropped out

How many are/were in a GED program? _____ of three in a GED program

How many graduated from high school or completed their GED? _____ of three graduated

How many attended college? _____ of three attended college

How many attended a vocational or technical school? _____ of three attended Vo-tech

Besides classes, colleges have a number of other activities. In what activities do you or did you **regularly** participate? Please mark all that apply.

___ None	___ Student government	___ Drama
___ Varsity sports	___ Intramural sports	___ Music
___ Dean's list	___ Yearbook/newspaper	___ Vocational clubs
___ Academic clubs	___ Others _____	_____

Do you belong to any clubs or organizations that are **separate** from school? **Yes N**

If yes, in which one are you the most active? _____

Think back over the past **two weeks**. What are some activities you did with your friends?

_____

_____

_____

During the **past two weeks**, how many times did you attend or participate in each of the following? Please approximate and write a number in each space provided (0, 1, 2, 3...)

_____ Attend the movies	_____ Attend a sporting event
_____ Visit a museum	_____ Visit a public library
_____ Attend live theatre	_____ Attend concerts
_____ Attend religious activities	_____ Eat at a restaurant/carry t
_____ Extended travel out of town, Distance _____ miles	_____ Other public function (specify) _____

Disability Please mark the verified disability/disabilities that apply to you.

____ Visual impairment or blindness	____ Mental retardation
____ Deafness/hard of hearing	____ Emotional/behavioral disorders
____ Orthopedic/mobility disabilities	____ Head injuries
____ Speech/language disorders	____ Chronic illnesses
____ Learning disabilities	____ Other (specify)
	_____

Have you had a required course(s) waived because of your disability?
Yes No

If yes, which course(s)?_____

Have you had a course(s) substituted because of your disability? **Yes No**

If yes, which course(s)?_____

Have you had a class assignment(s) waived because of your disability? **Yes N**

If yes, which assignment(s)?_____

Have you had a substitute class assignment(s) because of your disability? **Yes N**

If yes, which assignment(s)?_____

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Please mark each area of difficulty that you experience at college.

___ Concentration

___ Daydreaming

___ Distraction

___ Following directions

___ Getting along with others

___ Getting frustrated

___ Getting into or around in the classroom

___ Getting my ideas across

___ Getting used to changes in the classroom

___ Hearing the teacher

___ Letter/number reversals

___ Mathematics

___ Memory retrieval

___ Paying attention

___ Reading

___ Remembering

___ Seeing things around the room

___ Sitting still or in one place for very long

___ Speaking to a crowd

___ Spelling

___ Staying on track

___ Study habits

___ Talking with the teacher and others

___ Test anxiety

___ Vocabulary

___ Working independently

___ Writing mechanics

___ Other _____

Please list one accommodation that you currently use in the classroom/academic setting.

_____

_____

(Answer the questions on the following pages in terms of this accommodation.)

Accommodations, Part One

Please circle your agreement with the following statements.

1. I am satisfied with the manner in which instructors/staff discuss my disability with me.

0	1	2	3	4	5
not applicable	strongly disagree	disagree	undecided	agree	strongly agree

2. I am satisfied that my disability related information is kept confidential.

0	1	2	3	4	5
not applicable	strongly disagree	disagree	undecided	agree	strongly agree

3. I was satisfied with the process used in selecting an accommodation for me.

0	1	2	3	4	5
not applicable	strongly disagree	disagree	undecided	agree	strongly agree

4. I am satisfied with the accommodation provided for me.

0	1	2	3	4	5
not applicable	strongly disagree	disagree	undecided	agree	strongly agree

5. I am satisfied with the training I received on my accommodation (if applicable).

0	1	2	3	4	5
not applicable	strongly disagree	disagree	undecided	agree	strongly agree

6. I am satisfied with the effectiveness of my accommodation.

0	1	2	3	4	5
not applicable	strongly disagree	disagree	undecided	agree	strongly agree

When choosing/selecting an accommodation, how important to you are the following factors? Please circle the degree of importance; 1 being unimportant and 5 being very important.

Factors	Unimportant				Very Important
Amount of training required	1	2	3	4	5
Appropriateness for different tasks	1	2	3	4	5
Availability of accommodation	1	2	3	4	5
Cost of accommodation to you	1	2	3	4	5
Cost of accommodation to your college	1	2	3	4	5
Ease of use	1	2	3	4	5
Effectiveness of accommodation	1	2	3	4	5
Increased independence	1	2	3	4	5
Currently or previously used by a student	1	2	3	4	5
Your own previous use of the accommodation	1	2	3	4	5
Social acceptance	1	2	3	4	5
Your disability	1	2	3	4	5
Use in various settings or portability	1	2	3	4	5

Accommodations, Part Two

What other accommodation(s) (other than the one previously mentioned) do you currently use or have you used in the past and were they effective for you? Please list the accommodation(s) and circle whether or not it was effective.

Accommodation	Effective for you?
1.	yes no
2.	yes no
3.	yes no
4.	yes no
5.	yes no
6.	yes no

Please list 5 resources that would benefit you or other students with disabilities at your college. _____

_____

_____

_____

_____

_____

_____

Thank you very much for your time!!

Individual Accommodations Model (I AM)

Faculty/Staff Questionnaire

Background Information

Name: _____

College: _____

Phone: _____ Fax: _____ Email: _____

Gender Please mark.

____ Female **_____ Male**

Ethnicity Please mark all that apply.

____ Hispanic or Latino **_____ Not Hispanic or Latino**

Race Please mark all that apply.

____ American Indian or Alaska Native **____ Asian** **_____ Black or African American**

_____ Native Hawaiian or Pacific Islander **____ White**

Employment Information

1. What is the name of the college program/department with which you are associated?

_____

2. What is your "job title" and what is the focus of your primary role at the college?

Job Title: _____

Job Focus: _____

3. How many hours per week do you work in this capacity? _____ hours

4. What is your highest educational degree? Please circle one.

GED HS AA AS BA BS MA MS EdD/PhD
Other

Knowledge of Disabilities

1. Who are the students who are the most challenging to assist? What is needed to meet these challenges better?

_____

_____

_____

_____

2. We want to highlight your college's strengths and services for students with disabilities. Please describe what you believe are particularly strong features of the college (e.g. particular services, policies, facilities, equipment, accessibility, etc.) worth replicating in other colleges.

_____

_____

_____

_____

3. Describe the most beneficial experiences you have had in learning how to understand and assist students with disabilities.

_____

_____

_____

_____

4. What are the greatest obstacles to helping students with disabilities at your college?

_____

_____

5. What are the most important products for our project to develop in order to increase recruitment, retention, completion, and graduation or transfer of students with disabilities?

_____

6. What do you believe are the most important features of any staff development program that might even reach those faculty and staff resistant to change?

7. What are the incentives for your college to recruit students with disabilities?

Thank you very much for your time!!

College Demographics and Budget Information Questionnaire

(If you are unsure about the answers to these questions at this point in time, please feel free to return it to us at a later date in the envelope provided.)

College Name: _____

1. What are the percentage distributions for your college? Please approximate if necessary.

Gender	Age	Ethnicity	Race
___% female	___% ≤ 17	___% Hispanic or Latino	___% American Indian or Alaska Native
___% male	___% 18	___% Not Hispanic or Latino	___% Asian
	___% 19		___% Black or African American
	___% 20-24		___% Native Hawaiian or Other Pacific Islander
	___% 25-29		___% White
	___% 30-49		
	___% ≥ 50		

2. What percentage of your program's participants come from the following settings? (Total should equal 100%)

_____ % Rural _____ % Suburban _____ % Urban _____ % Inner

3. What percentage of support services costs are paid by the students of your program?

_____ %

4. Please indicate the number of students registered for disability support services for which your program has provided an accommodation within the last year. Approximations are acceptable.

_____ Visual impairment or blindness
_____ Deafness/ hard of hearing
_____ Orthopedic/ mobility disabilities
_____ Speech/ language disorders
_____ Learning disabilities
_____ Mental retardation
_____ Emotional/ behavioral disorders
_____ Head injuries
_____ Chronic illnesses
_____ Other (please list)

_____

_____

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5. What percentages of the college's budget goes to your support services program?

_____ %

What is your approximate annual budget for DSS? _____

6. For questions 1-5, on what year are the data based? Please circle.

1995 **1996** **1997** **1998** **1999**

7. At your college, how do you assess the impact of your recruitment efforts? (Or in other words, if your college launched a new plan to recruit students, how would you know if it was successful?)

_____

_____

_____

_____

8. Retention of students is important to colleges. What do you assess to know the benefits of your efforts to increase retention?

_____

_____

_____

_____

9. What do you count to know if more students are completing your college?

_____

_____

_____

_____

10. What do you measure to assess the transfer rate of your students to another college, university, or other postsecondary program?

_____

_____

Individual Accommodations Model (I AM)

Support Services Questionnaire

Background Information

College Name: _____

Name of support services program: _____

Street Address: _____

City, State and Zip Code: _____

Phone: _____ Fax: _____

Contact Person: _____

Who is the director of this program? _____

Personnel

Please fill in the appropriate **numbers** of part time and full time staff and faculty specifically budgeted under your college's disability support services.

Full Time		Part Time	
Faculty		**Faculty**	
Staff		**Staff**	

Please give examples of job titles of <u>faculty</u> who work with support services.

_____

_____

Please give examples of job titles of <u>staff</u> who work with support services.

1. We are interested in courses/activities specifically designed for groups of persons with disabilities. Please mark the courses that you provide.

___ Assitive computer technology ___ Personal skills

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___ Adapted sports/physical education

___ Career planning

___ College orientation

___ Independent living/social skills training

___ Job-seeking skills training

___ Self advocacy training

___ Study skills training

___ Support groups

___ Test-taking strategies

___ Other _____

2. Please mark any of the following support services and accommodations that are available to meet the needs of students with disabilities.

Accommodations

___ Alternative exam formats

___ ASL interpreters

___ Braille services

___ Electronic reading machines

___ FM listening systems

___ Magnifiers

___ Notetakers/Scribes

___ Provide texts/lectures on diskette

___ Private work areas

___ Readers

___ Specialized keyboards

___ Spell checkers

___ Tactile campus maps

___ Talking calculators

___ Tape recorders

___ Taped texts

___ Voice input software

Services

___ Accessible transportation

___ Campus orientation

___ Community outreach

___ Course substitution

___ Course waiver

___ Disability-specific scholarships

___ Extracurricular campus activities

___ Job placement

___ LD Diagnosis

___ LD Screening

___ Part-time status

___ Peer support/counseling

___ Referrals to local and national disability agencies

___ Registration assistance

___ Social Security tuition waiver

___ Specialized LD tutoring

___ Transfer assistance

___ Transition services

Professional Development

___ Disability fact sheets

___ Staff development

___ Others _____

Equipment Adaptation

___ Closed circuit television systems

___ Computer screen readers

___ Computer text magnifiers

___ Learning center lab

___ TDD's

___ Others _____

Facilities

___ Housing- on campus

___ Housing- off campus

___ Others _____

___

3. Some students served in your program may not have English as their first language. Please list the 3 most frequent non-English languages and your percentage estimates (e.g. 15% Spanish).

English	____%
	____%
	____%
	____%
Other languages	____%
Total 100%	

4. Students' disabilities may influence their experiences in a number of college functions, activities, facilities, and services. As you examine the following list please identify any particular modifications that your office might make out of consideration for students with disabilities. Please feel free to attach pages of additional information if necessary.

   - Some items on the list (e.g., student housing or campus transportation) may not be relevant to your setting, leave those blank.

Academic activities

Academic advising:_____

_____

_____

Course assignments:_____

_____

_____

Course instruction:_____

_____

_____

Course testing:_____

_____

Degree requirements:

Enrollment:

Financial aid:

Graduation:

Labs and field work experiences:

Orientation to the college:

Placement testing:

Recruitment:

Registration: _____

_____

_____

Transfer and employment: _____

_____

Student life activities

Campus transportation: _____

_____

_____

Community access: _____

_____

_____

Housing: _____

_____

_____

Recreational activities: _____

_____

_____

Social opportunities: _____

_____

5. **Written Policies.** We want to identify examples of written policies that would serve as examples for other colleges as they develop their own. Please list materials from your college that we should review for examples (e.g., college handbook).

_____

_____

Accommodation Procedures

6. How are students involved in selecting accommodations?

_____

_____

_____

_____

7. Time required for selecting: _____

8. What are the basis for deciding accommodations or, in other words, given that several accommodations are available, what characteristics are used for deciding among the alternatives?

_____

_____

_____

9. How are students trained in using the accommodations?

_____

_____

_____

10. Time required for training: _____

11. How are the accommodations evaluated?

_____

_____

_____

12. Time required for evaluating: _____

13. Please list the names of people you envision a members of your college's Site Implementation Team.

DSS Staff: _____

College administration: _____

Faculty: _____

_____

Student(s): _____

_____

14. What are the 3 most frequently used resources by your program (off-campus, state or national)? (e.g. AHEAD, DBTAC, NCALLD, etc.)

_____

_____

_____

_____

15. Please list and explain any other important characteristics or services that benefit students with disabilities at your college.

_____

_____

_____

_____

_____

_____

_____

Thank you very much for your time!

Individual Accommodations Model (I AM)

Administrator Survey

College _____ Person_____ Date _____

Accessibility Issues

Accessibility can be considered from many vantage points such as 1) physical, 2) informational, 3) policy, 4) procedures, and 5) attitudes. What's your sense about the campus faculty and staff attitudes regarding students with disabilities?

Staff development

What are the staff development opportunities for faculty in the areas associated with disability issues, accommodations for students, and disability student services?

What would be the best methods for educating faculty about disabilities and accommodations so they don't fall into a discrimination suit?

Priorities

What are the priority areas for work on the college's policies regarding disabilities?

What are the priorities for improving procedures regarding students with disabilities?

Evaluation

How does the college evaluate the quality of the services and accessibility of the campus to students with disabilities?

Budget

Most budgets are pretty tight and yet we know that services for students with disabilities can often be expensive. How do you balance those needs with the college's needs?

Documents to review

What documents should we be sure to review to understand the college's policies and procedures regarding disability issues and services to students?

Is a copy of your ADA self-study and transition plan available?

Assess success of recruitment, retention and completion

At your college, how do you assess the impact of your recruitment efforts? (Or in other words, if your college launched a new plan to recruit students, how would you know if it was successful?)

Retention of students is important to colleges. What do you assess to know the benefits of your efforts to increase retention?

What do you count to assess the degree completion rate at your college?

What do you measure to assess the transfer rate of your students to another college, university, or other postsecondary program?

Individual Accommodations Model (I AM)

Staff Interview

Participant version

College: _____ Name: _____

Department: _____ Date: _____

Remembering stories of when....

We are interested in hearing about very specific, factual incidents which have special significance to you. The general aim of hearing about your incidents is to help us improve the success of students with disabilities to attend community colleges, complete their studies, and graduate or transfer.

Academic activities

Recruitment

Registration

Financial aid

Academic advising

Enrollment

Orientation

Placement testing

Course instruction

Labs and field work experiences

Course testing

Course assignments

Degree requirements

Graduation

Transfer and employment

Student life activities

Housing

Campus transportation

Recreational activities

Social opportunities

Looking for Examples of Strengths/Weakness/Priorities

1. Physical environment accessibility: Curb cuts, tactile maps, visual alarms, Braille signage
2. Informational environment accessibility: Print materials, oral communications, information technologies
3. Programmatic/policy environment accessibility: academic load minimums, equal opportunity policies, designated staff accountable for disability related access
4. Attitudinal environment accessibility: stereotypes, perceptions, and treatment

How are students involved in setting the college's policies regarding disabilities? What would you like to see?

How does the college evaluate the quality of the services and accessibility of the campus to students with disabilities? Have you been involved in any of these evaluations? What would you like to see?

IAM

Student Panel Interview

Panel Leader Version

College _____ Date _____

Introductions
Project Description
Reimbursement
Confidentiality of information
    Use of videotape
    Consent forms
Discussion Questions
    How long have you been a student at this college?
    What interested you in attending this college?

Remembering stories of when....
    We are interested in hearing about very specific, factual incidents which have special significance to you. The general aim of hearing about your incidents is to help us improve the success of students with disabilities to attend community colleges, complete their studies, and graduate or transfer.

Academic activities

Recruitment

Registration

Financial aid

Academic advising

Enrollment

Orientation

Placement testing

Course instruction

Labs and field work experiences

Course testing

Course assignments

Degree requirements

Graduation

Transfer and employment

Student life activities

Housing

Campus transportation

Recreational activities

Social opportunities

Looking for Examples of Strengths/Weakness/Priorities

Accessibility in four environments

1. Physical environment: Curb cuts, tactile maps, visual alarms, Braille signage

2. Informational environment: Print materials, oral communications, information technologies

3. Programmatic/policy environment: Academic load minimums, equal opportunity policies, designated staff accountable for disability related access

4. Attitudinal environment: Stereotypes, perceptions, and treatment

Accommodation Procedures

How were you involved in selecting accommodations?
Time required for selecting
What was the basis for deciding accommodations?

How were you trained in using the accommodations?
Time required for training

How were the accommodations evaluated?
Time spent in evaluation

How are students involved in setting the college's policies regarding disabilities? What would you like to see?

How does the college evaluate the quality of the services and accessibility of the campus to students with disabilities? Have you been involved in any of these evaluations? What would you like to see?

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